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ABSTRACT

Each year, the Board of Governors of the California Community Colleges (CCC) develops and adopts a Basic Agenda that sets forth current priorities for the 107-college system. Guided by emerging trends and issues, the 1991-92 Basic Agenda constitutes the Board of Governor's long-range planning document for the 1990's. The report's introduction describes the most important objectives of the CCC for the coming decade, which include ensuring educational quality; developing the system; implementing the educational legislation of Assembly Bills 3 and 1725; improving the system's image; accommodating enrollment demands; fostering diversity; and strengthening California's economic development efforts. The next six sections of the report review issues related to general and transfer education, including educational standards, English as a Second Language (ESL), and basic skills; economic development and vocational education; student services; human resources, including staffing, diversity, and quality; finance; and administration. Proposed initiatives and recommendations which address each of these areas are provided, including: (1) implement guaranteed transfer provisions; (2) offer more ESL and basic skills courses; (3) increase contract training programs; (4) attract qualified faculty from business and industry; (5) hold chief executive officers accountable for affirmative action in faculty and staff hiring; and (6) consider child care as a priority in college capital outlay. (PAA)

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THE BASIC AGENDA:

POLICY DIRECTIONS AND PRIORITIES FOR THE NINETIES

DRAFT

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Board of Governors
California Community Colleges

Paper presented as agenda item number 13 at the California Community Colleges Board of Governors meeting (Sacramento, CA, July 11-12, 1991).

THE BASIC AGENDA: POLICY DIRECTIONS AND PRIORITIES FOR THE NINETIES

13

First Reading, Action Scheduled

Background

Each year, the Board of Governors develops and adopts a *Basic Agenda* that sets forth current priorities for the California Community Colleges. This agenda item presents for Board action a draft of the 1991-92 edition of that document. The draft combines systemwide priorities identified by the Board at its April 1991 retreat with a discussion of major trends and issues facing the Community Colleges. This year, *The Basic Agenda* addresses trends and needs anticipated over the entire decade and will be updated each year, as specific conditions warrant.

Analysis

The Basic Agenda: Policy Directions and Priorities for the Nineties is guided by emerging trends and issues of educational quality, diversity, growth, changes affecting the system, and leadership. The challenge facing the California Community Colleges as they approach the twenty-first century is to provide quality educational opportunities to the citizens of a state that is experiencing dramatic changes in its demographic, economic, and cultural orientation.

As they prepare to meet this challenge, the colleges are continuing to evolve as a comprehensive system of higher education whose basic mission is to provide California's citizens with programs in transfer and general education, vocation and economic development, and in the mastery of basic skills and English as a second language.

The successful implementation of community college reforms brought forward through Assembly Bill 3 (Chapter 1467, Statutes of 1986) and AB 1725 (Chapter 973, Statutes of 1988) is among the highest priorities of the system. These reforms are enabling the Community Colleges to meet their obligations to students in the areas of access, retention, transfer, and employment, and to improve the quality and accountability of faculty, administration, and staff.

This edition of *The Basic Agenda* is the Board of Governors long-range planning document for the nineties. It is the Board's intent that an annual "Status Reports and Proposed Initiatives" document will provide the public with an assessment of the progress of the California Community Colleges. The shared vision contained in this document, together with the significant reforms undertaken in response to legislation, should enable the Community Colleges to continue their significant leadership role in the economic and cultural development of California.

Recommended Action

That the Board of Governors adopt *The Basic Agenda: Policy Directions and Priorities for the Nineties* as presented.

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Policy Analysis

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The Basic Agenda

Policy Directions and Priorities for the Nineties

Preface

Each year in *The Basic Agenda*, the Board of Governors sets policy directions and priorities for the Chancellor's Office and for California's 107 community colleges. *The Basic Agenda: Policy Directions and Priorities for the Nineties*, is the ninth adopted by the Board of Governors, and delineates the basis for educational program planning and budgeting as we confront the challenges of the years immediately ahead. It addresses trends and needs anticipated over the entire decade and will be updated each year as specific conditions warrant.

Our task during this decade is to provide Californians – particularly those who have been underrepresented in higher education and the workplace – with quality programs in transfer and career education and in the mastery of basic skills and English as a second language. To accomplish these tasks, the Board of Governors seeks to:

- *Ensure quality* in all parts of the Community College system through the implementation of more rigorous educational standards, mentoring of students, and accountability for the results.

- *Continue development of the system* through the Chancellor's Office by strengthening the Consultation Process and system and institutional accountability, and by maintaining local authority and control in the administration of California's Community Colleges.

- *Continue implementation of the community college reform* legislation – AB 3 and AB 1725.

- *Improve the system's image* as a full and equal partner in California higher education so that the Community Colleges may fulfill their distinctive role in California higher education.

- *Accommodate enrollment demand* through innovative initiatives, planning, and prudent resource management.

- *Foster diversity through commitments* that encourage and enhance the concept of affirmative action.

- *Strengthen California's economic development* by playing a more significant role.

The Basic Agenda is the Board of Governors long-range planning document for the nineties. It is the Board's intent that an annual "Status Reports and Proposed Initiatives" document will provide the public with an assessment of the progress of the California Community Colleges. The shared vision contained in this document, together with the significant reforms we have undertaken in response to legislation – AB 3 (1986) and AB 1725 (1988) – should enable the Community Colleges to continue their significant leadership role in the economic and cultural development of California.

Introduction

As the California Community Colleges approach the twenty-first century, we are challenged to provide quality educational opportunities to the citizens of a state whose demography, economy, and culture are continuously changing. With the state's population projected to increase by nearly one-fourth by the end of this century, California's rapid growth continues. As a result, the Community Colleges are expected to grow from their current enrollment of 1,500,000 students to 2 million – an increase that is the equivalent of 50 average-sized colleges.

To answer this challenge the Board of Governors has established a citizen's Commission on Innovation that is specifically charged to recommend new approaches that the Community Colleges can employ to accommodate the tremendous enrollment demand and changing campus demographics. Recognizing that limited resources require new thinking, and that business cannot continue as usual, the Board of Governors is committed to finding new approaches which must enhance, not dilute, the quality of the Community College programs.

The Board of Governors has appointed members to a citizen's Commission on Innovation; they in turn have established five task forces composed of individuals from the Community Colleges. These task forces will explore five areas seeking ways in which to answer the challenges of the nineties: (1)Facilities use; (2) Instructional delivery systems; (3) Use of new technology; (4) Cooperative ventures; and (5) Management strategies.

More dramatic than the state's population increase, however, will be the changing composition of that population. Seven of every ten new Californians over the next decade will be Asian or Hispanic. Demographic trends vividly illustrate expected changes in the labor force. Currently, half of all workers are white males. By contrast, less than one of every five new workers entering the labor force during the next decade will be a white male. Those who will constitute the majority of new workers – women and minorities – traditionally have been underrepresented in postsecondary education. At the same time, rapid technological change demands an increasingly skilled labor force. Much of the growth in new jobs will take place in occupations that do not typically employ those who will comprise the bulk of the new work force. Moreover, most of that growth will take place in occupations with skills that demand some postsecondary education.

California's community colleges have a significant role in resolving the mismatch between jobs and the labor force. The 107 colleges educate, train, and retrain individuals for most of the new jobs; they also enroll more individuals from the groups that will make up our future workforce than do the state's other institutions of higher education.

As they prepare to meet this challenge, the Community Colleges are evolving as a system whose basic mission is to provide California's citizens with programs in transfer and general education, in economic development and vocational education, and in the mastery of basic skills and English as a second language. Despite the inhibiting influence of the funding cap, enrollment demands are increasing rapidly. Most new students are recent high school graduates, immigrants and/or in the amnesty program, and job retrainees. Two of every five new students are Hispanic, a degree of participation far above their historic rates. Reforms brought forward through matriculation (AB 3, Chapter 1467, Statutes of 1986), which addresses student recruitment, retention, transfer, and employment, and those initiated through AB 1725 (Chapter 973, Statutes of 1988), which are designed to improve the quality and accountability of faculty and administrators, are the most far-reaching of such changes for the Community Colleges since adoption of the 1960 Master Plan for Higher Education. With the implementation of these reforms, which signal a renaissance in teaching and learning and which are strongly endorsed by the Board of Governors, the California Community Colleges are ready to pursue their most important objectives. Among them, the most immediate are:

Ensure Educational Quality

It is essential that colleges offer educational programs and services that are of the right kind and of high quality. Students at all levels need to be challenged to perform to the best of their abilities. These goals can be achieved through increased efforts to: plan and design curricula and offer courses that provide maximum challenge for our students, strengthen standards of performance in the classroom, help students perform up to those standards through programs like matriculation, and be accountable for the results by continually evaluating the outcomes.

Develop the System

The concept of an organized statewide system of community colleges is new to California, and the timing of its development is critical. Excellent progress has been made thus far in establishing the new system, and legislative support remains strong. We need to focus on enabling the systemwide office to do its job.

Implement AB 3 and AB 1725

The provisions of these two bills encompass the essentials of community college reform. *The Basic Agenda* describes specific ways in which those provisions are being implemented.

Improve the System's Image

A comprehensive public information program is being developed to effectively communicate the role and the importance of the California Community Colleges as the State's third, largest, and newest system of public higher education, and as a full and equal partner with the University of California and the California State University.

Accommodate Enrollment Demands

The rapidly increasing demand for facilities and operating funds to accommodate enrollment demands calls for wise and prudent management of limited resources; therefore, the Board of Governors is establishing a citizens Commission on Innovation that is specifically charged to recommend new approaches that the Community Colleges can employ to accommodate the tremendous enrollment demand and changing campus demographics.

Foster Diversity

The Board reaffirms its commitment throughout *The Basic Agenda* to student, faculty, and staff diversity, which both encompasses and enhances the concept of affirmative action. The Chancellor's Office will assume a leadership role in the implementation of affirmative action.

Provide Assistance in Economic Development

The California Community Colleges play a significant role in strengthening the state's economic development. This involves training California's new workers for new jobs and new skills. Equally important is the need for retraining currently employed workers to increase the level of productivity and assure that California will be competitive in both domestic and international markets. It is estimated that 70 to 80 percent of those who will be working in the year 2000 are currently on the job. Changing demographics, emerging technologies, and demands for higher levels of quality and productivity will require the delivery of training at the worksite ranging from basic skills to technical skills. This involves working closely with business and industry to ensure that employees

needed by these firms are well prepared. Only if the state's workforce is properly educated can we have a healthy California economy.

The Basic Agenda identifies the Board of Governors policy directions and priorities for the nineties for the California Community Colleges. It is organized under the topical categories of Transfer and General Education, Economic Development and Vocational Education, Student Services, Human Resources, Finance, and Administration. It is the Board's intent that this be a long-range planning document with annual progress reports.

Transfer and General Education

California's population is becoming more culturally diverse, older, and in need of increasingly more sophisticated education at the postsecondary level. Consequently, community colleges are enrolling more older students who tend to work, need child care, and want off-campus classes at flexible hours. Also, there are more students who need instruction in English as a Second Language (ESL) and in basic skills; are low-income, needing financial aid; and are the first in their families to attend college, often requiring special services and encouragement. All students need a better understanding of different cultures. There is a growing need for a far better understanding of the peoples, cultures, and economies of other nations and of California's leadership role in international activities. Many students enroll in a community college to gain the skills required for employment in jobs that are expected to be more complex than they are today.

Responding to these trends and the problems they imply requires a concerted effort on the part of the Community College system, particularly on the part of those who are responsible for Transfer and General Education. At present, California's 107 community colleges offer more than 300 different academic programs through more than 130,000 regularly scheduled classes, both on campus and at a variety of off-campus centers and outreach sites. Targeted priorities for Transfer and General Education are found in the areas of transfer education, educational standards, and ESL and basic skills.

Transfer Education

Evidence on transfer indicates that while community college transfer students generally perform well, Blacks, Hispanics, and Native Americans continue to be underrepresented in that group. And while the number and rate of students who transfer to the University of California have increased recently, the majority come from a relatively small number of community colleges. Despite provisions of the 1960 Master Plan regarding transfer from the Community Colleges to the University of California and the California State University, difficulties remain and should be

addressed by guarantees and other explicit programs such as the Transfer Centers, Project ASSIST, CAN, and MESA.

Since the number of California high school graduates – the largest pool of potential transfer students – generally will decline until 1992, it is important that the achievement of transfer goals be measured by the transfer rate: i.e., the number and performance of those who actually transfer, as compared to those who enroll in a transfer curriculum. This requires accurate identification of students' educational goals – a major function of matriculation.

The Board of Governors recommends a number of specific initiatives to improve the transfer function:

- Implement the guaranteed transfer provisions of the revised Master Plan.
- Extend the 2+2+2 concept of vocational education to all community colleges and into academic fields.
- Intensify efforts to increase the number and success of underrepresented students in transfer programs.
- Implement the general education transfer curriculum.

Educational Standards

Of the many dramatic changes taking place in community colleges, reforms dealing with transfer and articulation have tended to focus attention on course standards and prerequisites, program improvement, and distinctions between degree-applicable and nondegree-applicable courses.

Besides upgrading standards of performance, the content of instructional programs must reflect the character of the new students and their future role in a California that will be oriented much more toward Pacific Rim and general international concerns.

To improve the quality of academic offerings, the Board of Governors suggests that the community colleges:

- Maintain and improve the quality of instruction to promote excellence in the classroom, in both teaching and learning.
- Expand the cultural pluralism aspects of community college courses.
- Internationalize the curriculum.

- Establish accountability for results, at both the State and local levels.
- Improve the retention of underrepresented students through instruction and student services.

ESL and Basic Skills

Adult literacy and productivity are major and growing concerns in the state. While estimates vary, depending on how illiteracy is defined, it appears that at least one in five California adults is functionally illiterate. The Immigration Reform and Control Act (IRCA) legalized 1.7 new Californians in 1986. The 1990 immigration law will legalize more than 750,000 other undocumented immigrants. If present immigration patterns and trends in high school dropout rates continue, California adults will in general be less proficient in English and basic skills in the future than they have been in the past. And, even though they are functionally literate, individuals displaced from their jobs because of economic or technological change frequently experience difficulty in their attempts to retrain for another occupation because they lack basic language and computational skills.

Economic and demographic trends, together with the open admissions policy of California's community colleges (admission of all adults who can benefit from instruction), suggest that the colleges will enroll increasing numbers of high school graduates who have not acquired the skills necessary for collegiate work, young adults who dropped out of high school before acquiring such skills, and older adults who lack the basic skills they need to undertake college work that prepares them for jobs or for making other positive contributions to the community.

Proposed initiatives by the Board of Governors in these areas are to:

- Reaffirm the Board's strong support of programs in English as a Second Language (ESL) and basic skills, which are essential to the community college mission.
- Encourage the development of a consistent and comprehensive curriculum for ESL, articulated across community colleges.
- Establish a consistent and comprehensive precollegiate basic skills curriculum, with a scope and rigor that appropriately parallels the degree-credit curriculum.
- Offer more ESL and basic skills courses.
- Encourage the development of a citizenship program to assist California's six million immigrants.

Economic Development and Vocational Education

While the State's economy has experienced a recession, this condition is expected to change by 1992 and California should resume the strong economic growth it exhibited in the 1980s. A strong economy during most of the 1990s, together with rapid technological change, means that many skilled jobs may go unfilled and that more future Californians will be marginally-employed and in need of training and retraining. Most new jobs will be in service and communications industries and in occupations that already exist. However, as noted above, the skills required for these jobs are becoming more complex. The proportion of jobs requiring some form of post-secondary education will increase from one-half to three-fourths during this decade.

Vocational education programs in the Community Colleges will enroll more students with language and other special needs. The fact that more students will be seeking retraining suggests the need for a flexible and, possibly, broader vocational curriculum. Even familiar jobs will require different skills, typically of a communications and information-processing nature and, also typically, at a more sophisticated level.

To help economic development and vocational education programs meet these challenges, the Board of Governors proposes to:

- Reaffirm its strong support of vocational education, which is equal in importance to transfer education.
- Make vocational education programs more relevant and effective in preparing students for employment.
- Update the vocational curriculum by incorporating modern industrial techniques.
- Increase the number and success of underrepresented students in vocational education programs.
- Tie vocational courses to both immediate and long-term labor-market requirements.
- Develop worksite educational programs for improving productivity.
- Increase the number of contract-education programs for training and retraining currently employed workers.
- Extend Tech-Prep (2 + 2) programs to all community colleges.
- Support the role of ED>Net, the Economic Development Network for California Community Colleges, in facilitating the systemwide delivery of education to business and industry.

Student Services

During the past two decades, an increasingly diverse student population has required the Community Colleges to expand and diversify student services. While these services are designed to support students in their efforts to be successful in the classroom, stronger linkages with instruction need to be developed. Moreover, it appears that certain specialized educational services have not been provided consistently nor funded adequately throughout the system.

Community colleges are commuter institutions and, in the case of California, four of every five students work, either full- or part-time. Trends indicate that in the future more community college students will face a schedule in which they will be commuting between home, work, child care, and college – thereby, limiting their time on campus. Many students are coming from low-income backgrounds – needing such services as financial aid and child care. In addition, more students are invariably arriving at the Community Colleges inadequately prepared, needing assessment of their skills, counseling, referral to the proper level of instruction, and follow-up.

Given these conditions, if the colleges are to ensure educational quality and equity, it is imperative that student support services be delivered in an effective, sensitive, and more comprehensive fashion. Their impact needs to be maximized by designing and delivering a comprehensive package of services to students. This package should be based on an assessment of individual student need and on the integrated delivery of all instructional programs and support services. This will assure optimal student access and performance. Student needs should be ascertained through the matriculation process or through the categorical program needs assessment closely coordinated with the matriculation process.

To facilitate the supportive environment for students to achieve success the Board proposes to:

- Implement all components of matriculation to improve the retention and persistence of students and to facilitate the completion of their educational goals.
- Design a comprehensive service package that couples instruction and support services to maximally meet identified students needs.
- Enhance the current efforts of special support programs in recruiting, retaining, and transferring underrepresented students through a more comprehensive assessment of program activities.
- Strengthen the Chancellor's Office leadership role within the areas of health services, admissions, counseling, and student development to ensure all support services are adequately provided and available to students needing such services.
- Assure ease of application and adequate funding for student financial aid.

Human Resources

Four-fifths of the resources that community colleges invest in the task of educating students are human resources. Over 70,000 individuals are employed by the colleges on annual payrolls that total more than $2 billion. The quality and care of these resources are of primary importance to efforts by the colleges to accomplish their mission.

The Board of Governors and the Chancellor's Office must maintain their leadership role in the area of faculty and staff employment, traditionally a local matter, and work cooperatively with the colleges to solve existing and anticipated future problems. A variety of specific steps are indicated for improving and nurturing the colleges' human resources in the areas of staffing, diversity, and quality.

Staffing

One-fifth of all full-time community college faculty are eligible to retire and are likely to do so within the next five years. During this decade – because of retirements, enrollment demands, and provisions of AB 1725 – as many as 15,000 new full-time faculty will be needed. Many part-time faculty who have taught regularly will be retiring as well.

To secure the needed staff, the system must:

- Enhance the recognition and status of community college faculty.
- Attract qualified faculty from the ranks of business and industry.

Diversity

The need to replace faculty presents community colleges with the opportunity to begin correcting the ethnic, gender, and disability imbalance that exists between faculty (approximately 17% minority, 39% female, 1% disabled) and the available pool of potential faculty (estimated at 25% minority, 50% female, 5% disabled). Retirement of faculty in low-demand areas should enable colleges to redirect resources to high-demand programs. However, finding qualified faculty, particularly in certain growth disciplines like business and computer science, will be difficult. Steps need to be taken early on to identify and motivate students who are potential teachers. Foremost among such steps the system should:

- Develop creative incentives to attract and retain faculty and staff from underrepresented groups.

- Identify potential teachers early and utilize methods for motivating those from underrepresented groups to enter the teaching profession.
- Develop effective programs for recruiting underrepresented faculty from within California and out of state.
- Encourage chief executive officers to assert leadership in affirmative action and hold them accountable.
- Encourage the development and use of incentives by local districts and colleges to achieve diversity.

Quality

Teaching loads in California's community colleges are higher than those in other states. And, unlike those in most other institutions of higher education, community college faculty assignments do not provide for the departmental research that supports and fosters improved teaching methods. The majority of part-time and many full-time faculty also hold other jobs off campus. Few have had training in pedagogy. Despite State funding for staff development, few resources are being devoted to this effort, and certainly far less than have been recommended by several recent studies.

To address these problems while additional funding is sought, the Board of Governors recommends that colleges:

- Implement faculty and staff development programs to improve the skills of college personnel.
- Encourage the statewide Academic Senate and students (student government) to assume leadership roles in governance to improve instruction and student services.
- Maintain high standards of instructional quality as the goals of diversity are implemented.
- Maintain a continuous review of the implementation of minimum qualifications for hiring faculty.
- Review and update minimum qualifications and take steps to assure they are applied at the district level.
- Provide technical assistance and oversight to the colleges in administering the new employment reforms.

Finance

The demand for community college education is increasing more rapidly than is California's adult population, the measure that is used to limit or cap enrollment demand is the colleges' funding. In recent years, this funding cap has constrained the system's expansion and has destabilized district funding. Consequently, colleges cannot respond quickly to rapid enrollment demand in special populations, improve access for the underrepresented, or plan effectively. Sixty districts currently exceed their cap – i.e., they enroll more students than the number for which they are reimbursed.

Estimates of future enrollment indicate that the system is expected to add nearly 500,000 students over the next 14 years – students who would fill the equivalent of nearly 50 average-sized community colleges. During that same time period, it is estimated that over $3 billion will be needed to fund the capital needs to accommodate these new students. While new facilities will be needed, existing facilities are aging and the backlog of deferred maintenance is increasing at nearly every campus. Much of the instructional equipment has become obsolete because of the changing technological skills being taught at the colleges.

Since Proposition 13, the level of (price adjusted) resources available to the Community Colleges for educating their students has declined by almost ten percent. With the implementation of Program-Based Funding, it is hoped that the rate of this decline will be reversed.

Because of recent enrollment demands and the funding cap, the Community Colleges are the only segment of education operating with less revenue per student today than before Proposition 13 (1978). The current economic recession has produced a projected gap of about $13 billion in the 1991-92 State Budget. Among other consequences, proposals to balance the budget could reduce community college funding by an estimated $200 million or more each year, beginning in 1991-92.

Short- and long-term fiscal planning by districts is made difficult by the funding cap, funding mechanisms, and uncertainty about future enrollments. Dealing with the projected enrollment demands in community colleges in an environment of fiscal constraints (like the ADA growth cap) and limited resources requires the Board of Governors and local colleges to plan carefully and to endorse the following policies in the area of finance:

- Increase the productive use of State funds and demonstrate accountability for their use in district budgets.

- Complete and implement a long-range plan for capital construction in community colleges:

  - Provide for new facilities in the colleges.
  - Complete those campuses that lack adequate support facilities.
  - Consider child care as a priority in college capital outlay.
  - Develop a capital construction plan for the Chancellor's Office.
- Consider both the enrollment demand of California's changing student population and the need for facilities to accommodate that demand when developing the system's budget. Plans for this demand should be coordinated with the other segments of higher education.
- Consider alternate budget mechanisms to the cap.
- Continue to advocate for resources at the State level, with the support of local trustees.
- Seek additional funding in areas of identified need and in areas where existing resources are being utilized to the fullest extent possible.
- Implement Program-Based Funding in a manner that provides maximum flexibility to the local districts.
- Seek methods to accommodate the growing demand for student access, especially for underrepresented students.
- Seek more cost-effective ways to deliver the services of community colleges.

Administration

The Commission for the Review of the Master Plan for Higher Education recommended in 1987 that the Board of Governors be expanded and strengthened to provide leadership for a statewide system of community colleges. Resulting reforms in AB 1725 and the major demographic shifts within California underscore the need for the Community Colleges to become equal partners with the University of California and the California State University in the State's tripartite system of public higher education and for the Board of Governors to assume a key role in this change.

California's community college system is unique among institutions of higher education in its reliance on the concept of shared governance and management. The expanded leadership role of the Board of Governors does not diminish the need for strong local governance and management. Rather, these are enhanced. For instance, while the Board, upon the advice of The Academic Senate for California Community

Colleges, has adopted lists of teaching disciplines and minimum qualifications to be used in hiring faculty, local boards of trustees and their staffs carry out the actual hiring – as they have in the past. However, faculty and other local staff are assuming new and expanded roles. In many ways, reform has charged local officials and staff with greater responsibilities for their work than ever before.

The Board of Governors is developing policy on accountability measures, including procedures for evaluating the overall performance of community colleges, examining program effectiveness, and ensuring fiscal accountability. AB 1725 specifically calls for an educational and fiscal accountability system and for Board review and approval of district master plans.

Effective communication is basic to the Board's leadership role. In a system as large and complex as the California Community Colleges, this is a difficult task. It requires the Board of Governors and the Chancellor's Office to secure the confidence and mutual understanding of State and federal agencies on the one hand, and of community college districts on the other.

The whole success of reform and functioning of the system is dependent on a Chancellor's Office and Board of Governors that can capably perform the systemwide functions required by the Legislature.

Efforts to develop the community colleges as a system require that the Board and Chancellor consult extensively with the colleges, provide them with strong leadership and support, and speak and act vigorously on their behalf. In accomplishing this, the Board of Governors proposes to:

- Ensure effective planning and accountability in all parts of the community college system through the following initiatives:
  - Implement fully and evaluate the effectiveness of the systemwide Management Information System.
  - Continue the development of the Chancellor's Office as a central office providing coordination and leadership for the system.
  - Promote the California Community Colleges as a system of quality higher education.
- Maintain local authority and control in the administration of California Community Colleges.
- Work cooperatively to strengthen and enhance the effectiveness and credibility of the system's Consultation Process.
- Recognize the Board's role and participation in shared governance.

- Seek legislation to strengthen the system and to enable it to function more effectively.
- Improve the image of community colleges by strengthening communication externally and internally.
- Work with The Community College Foundation to develop a significant role in the area of public relations and fund raising to support the initiatives in *The Basic Agenda*.
- Utilize The Community College Foundation as the primary entity to raise private sector contributions for the system.
- Complete the study of collective bargaining when funding becomes available, as provided in AB 1725.
- Assist districts in implementing new minimum standards for participation in governance.
- Continue to develop and implement a full-service news, communications, publications, marketing and public events support unit for the Board of Governors and the California Community Colleges.
- Increase national visibility and the reputation of the California Community Colleges.

Conclusion

Complex changes affecting California's demography, economy, and culture during the nineties pose enormous challenges for the state's educational institutions – particularly the Community Colleges. Because of their unique mission, the Community Colleges must bear most of the burden for educating and training Californians to participate in a more technologically sophisticated and culturally diverse society.

The Community Colleges have a tradition of providing Californians with access to quality postsecondary education. Recent reform legislation has been implemented now, and acquisition of adequate operating and capital funding are essential if the colleges are to carry out the many initiatives proposed in *The Basic Agenda*. It is through the fulfillment of these initiatives that the California Community Colleges can assume their proper and significant role in the development of California and the nation.

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